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ABSTRACT

The articles in this publication offer ideas for developing enjoyment of reading in children. Among the topics discussed are the following: the need for teachers and parents to build children's self-esteem through increasing their experiences of success, their expectations of success, and the value they place on reading; methods for increasing children's relish for reading by reading aloud to them, giving them time for silent reading, and determining their interests; considerations in using reading games and activities; the use of puppetry, sports literature, and book production to foster an interest in reading; the Reading Academy Program for adults and youths 16 years old and over who need reading assistance and instruction; and workshops that help teachers and parents understand how motivational, attitudinal, and emotional factors can influence reading performance. Descriptions are included of five resources to aid in promoting reading enjoyment. (GW)

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REPORTING ON READING

APR. 1978
VOL. 4, NO. 3

PASS IT ON
Want to give others a look, too? Route it to them.

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RIGHT TO READ

THIS ISSUE:
READING ENJOYMENT AND AFFECTIVE DEVELOPMENT

BRIEFLY...

Learning to read, acquiring the skills of reading is no small achievement. Certainly, having the skills of reading enables a person to read. But once those skills are acquired, what is it that makes a person want to read?

This issue of Reporting on Reading *presents several articles related to the question of how reading skills can be taught without endangering the zest for reading and with regard for the reader as a worthwhile individual.*

READING WITH RELISH

In the past six months have you read a book that you remember with relish? According to James Jacobs of Brigham Young University, that's a critical question that teachers of reading ought to be asking themselves. "Certainly reading skills can be taught by a teacher who doesn't experience an enthusiasm for reading. But what is lost to the students is the message that books have the power to touch their lives very deeply," he said.

Teaching reading without squeezing out the joy — that's the challenge. How to do it? — that's the question.

Read Aloud

How do you get students interested in reading? "Read to them," many teachers say. Helen Huus of the University of Missouri-Kansas City explains: "New interests and experiences suddenly can be opened for students when you read to them because frequently students are able to understand many more words than they are able to read."

When do you begin reading to a child? The sooner, the better, many educators feel. "Don't wait until a child

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GUEST FEATURE: FASHIONING THE WILL TO READ

Reporting on Reading is pleased to feature Irene J. Athey as guest contributor to this issue on reading enjoyment and affective development. In her article, Professor Athey examines a number of factors that can influence self-esteem especially as it relates to developing reading skills and a habit of lifelong reading.

Irene J. Athey is Professor of Education and Psychology at the University of Rochester, where she chairs The Center for Development, Learning and Instruction. The author of numerous articles, Professor Athey has long been interested in the relationship between personality and reading success and in the influences of affective factors on reading achievement. Currently she is writing a monograph on reading and the deaf, and a book exploring the role of play in human development. Professor Athey is a member of the International Reading Association and the National Reading Conference.

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FASHIONING THE WILL TO READ

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There is widespread concern in the U.S. today about children who cannot read. We should also be concerned about those who can read but for some reason seldom do. We have no statistics on such a group, but its number is probably sizable.

The failures of the first group are, in the main, due to perceptual, cognitive, linguistic, or instructional causes. For the second group, the causes are motivational. At the present time, we know a great deal more about the former than the latter, because the educational experiences shared by most children lead to a degree of uniformity in their intellectual growth. However, children's motivational history is more individual, personal, and therefore, less amenable to general theoretical principles. Hence, it is difficult to find a single theory of motivation that explains why some children are motivated to read while others are not. Still, it is important to discover some motivational principles that have broad application if we are not to be reduced to treating every unmotivated child as a separate case study.

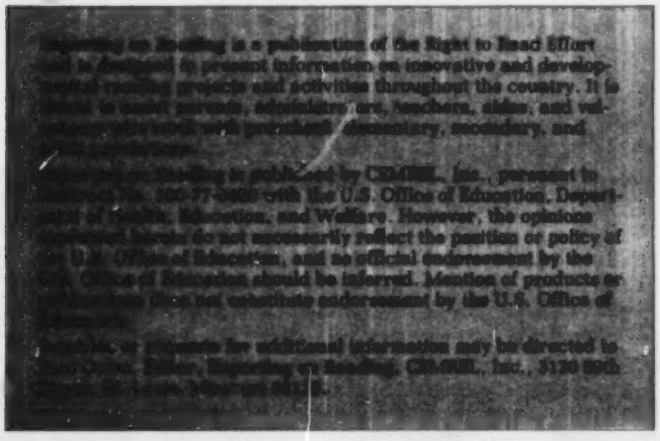
Determinants of Self-Esteem

Of the many theories of motivation available, it seems that *self-concept theory* may prove the most useful since other concepts (e.g. locus of control) can be subsumed under it. Many years ago, William James declared that self-esteem is the ratio of *success* over *pretensions*:

$$\text{Self-esteem} = \frac{\text{Success}}{\text{Pretensions}}$$

This simple formula can be expanded to incorporate recent thinking on the subject. *Success* means mastery of tasks and challenges presented by people and objects in the environment. A child *must* experience success if he or she is to have self-esteem. But success alone does not guarantee self-esteem. Aspirations, attitudes, expectancy of success, and the value placed on a particular skill, all included in James' term *pretensions*, can effectively raise or lower self-esteem.

Piaget has familiarized us with the notion of equilibrium in the cognitive sphere. Personality dynamics may also function in such a way as to keep success and *pretensions* in equilibrium or balance. If we encounter unexpected success in some endeavor, we are likely to place higher value on it and to increase our expectations of further success in that activity (we "try harder"). Conversely, failure leads us to lower our expectations and to view the activity as less important in our scheme of things (the "sour grapes" phenomenon).



Building Self-Esteem

For normal children, the possibilities of success are almost limitless. As increasing age adds experiences of success and failure, decisions are made which eliminate many of these possibilities. Self-esteem is then invested in fewer activities, those that are successful, while the rest are abandoned. As James put it:

With no attempt there can be no failure; with no failure no humiliation. So our self-feeling in this world depends entirely on what we back ourselves to be and do.

Parents and teachers hope that children will *back* themselves to be readers, that they will not only be able, but will want to read. Indeed, our society gives them very little choice in the matter, for it has given reading the status of a developmental task, in which success is demanded for first-class citizenship. This means that reading, for better or for worse, is bound up with the self-esteem of every child. Success in the early stages of reading leads to higher self-esteem, which in turn leads to higher aspirations and further success. Failure, by contrast, leads to lower self-esteem and avoidance of reading, thus aggravating the problem.

To increase self-esteem, teachers and parents must keep James' formula in mind and do all they can to increase the student's experiences of success, expectations of success and the value the student places on reading, and to maintain the balance between them. Teachers have a variety of motivational techniques and activities that can accomplish these ends — praise, rewards, games, and "fun" activities among them — but they need to go beyond these and to engage in what Constance McCullough has called "inside-the-skull" research, to understand the child's level of self-esteem, value system, current interests (to which reading may be geared), expectation of success, anxiety with respect to failure or success (too much or too little anxiety may hinder performance), and other factors that affect the level of self-esteem, especially as it relates to reading.

The Crucial Early Years

Inside-the-skull research is important at all ages, but is probably most crucial in the lower grades. According to Erikson, this is the period when two accomplishments of lifelong importance take place: The child (1) masters the tools of the culture (hunting, reading, etc.), and (2) develops "patterns of industry" (attitudes to work). If we "miss the boat" during these crucial years, it becomes progressively more difficult to reverse the trend, because (consciously or unconsciously) choices have been made, selves have been discarded, and "hardening of the personality" has set in. We must be sure that the self as reader is not one of those that is discarded during these important years.

This is not a rallying cry to teachers to think up more gimmicks to make reading interesting and fun (though there is nothing wrong with these). Rather, it is a plea to make reading a meaningful part of each child's life, by trying to understand the child's perception of the place reading has in his or her particular scheme of things.

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ON READING

TO MAKE A BOOK

Making a book can be an enjoyable way of developing children's reading skills. Here, children work on what will become the text and illustrations for the book (top, left); then, they paste the words and drawings on a creased piece of butcher paper that, when folded accordian style, becomes a book (top, right). When the book is finished, children can listen to a cassette recording of the text (bottom, left) or just find a spot for quiet reading (bottom, right). (Courtesy of Millie Lindell, teacher, Grade 1, Loy Elementary School, Great Falls [Montana] School District #1)

READING GAMES– MORE THAN A SPINNER & DICE

"I wish I had known then what I know now," a teacher said as she recalled her early years of teaching. "I had to learn the hard way that certain reading games and activities just won't work."

If some things work and others don't, what does constitute a "good" reading game or activity? What distinguishes good ones from ones that fall flat? Reading teachers mention several characteristics important in choosing or using reading games and activities.

Games Don't "Teach"

"Don't expect games to teach," Michaelea Deming, reading consultant for Madison District Public Schools in Madison Heights, Michigan, said. "Games don't teach — you need a teacher for that. But once the skill is taught, then the game comes in. A game or activity works best when it is used to reinforce learning as children apply and practice a newly developed reading skill."

Use a Rifle, not a Shotgun

Some games don't work because they call for too many skills or call for skills a student hasn't had a chance to learn. Another problem is that games may have no central learning purpose, or a purpose that is too broad. As Susan Zoller, reading coordinator for the West Side Joint School District, Dayton, Idaho, puts it, "If you think only, 'I'm going to make a spelling game,' you need to think further. You need to ask yourself, 'What aspects of spelling do I want to stress?' It might be something as small as the *st* blend for example. That's fine. At first, it's better to choose an activity that stresses a narrow skill. Remember, you can always build on it as you go on."

Should You Buy It or Make It?

A game or activity made by a teacher has several advantages. First, according to Ruby Shoemaker, Title I reading coordinator of the Franklin Parish Schools, Winnsboro, Louisiana, "No game does any good if it just sits on a shelf or in a closet. It's got to be used. Games teachers make for themselves do seem to be used more often. After all, they were made to fit some immediate need of some child or group of children."

A second advantage of teacher-made games is their flexibility. "When a teacher makes a game," Jim Owens, principal of Cary Woods Primary School, Auburn, Alabama, said, "You can be sure — especially if it's a board game — that it will serve many purposes. By simply changing the cards the players pick up when they land on a certain square, a game that originally provided practice in using initial consonants can be adapted to teach blends."

Appearance Counts

"It may be just a pasteboard box to start, but if it's dressed up with a bit of color, it helps a lot," Mr. Owens said. "Helpful, too, especially with young children, are markers to move, dials to spin, or dice to throw."

Make It a Successful Experience

Some win, others lose — that's the essence of many games. Chronic losers are another matter though, as Mrs. Zoller points out: "Of course, there are going to be losers. But if you find one child is continually losing, then you know it's time you sat down and made a new game, a game at which he or she can be successful. In 20 minutes you can make a game dealing with skills you know that child knows. Think, too, about games that allow for more than one winner."

Keep Your Perspective

Games can be fun in and of themselves. There's no doubt about that. "But remember why you used them in the first place and what they are supposed to lead to," urges Mrs. Deming. "I think of games as a kind of step in between teaching and reading. I try not to forget that the skills practiced in games only take on meaning when children begin to apply those skills in reading." □

Issues to Come:

June	**Parents as Models for Reading**
August	**Reading and Measurement**
September	**Administrators Emphasize and Support Reading Programs**

WHATEVER THEIR INTEREST, READING FITS

The Title I Children's Program: Learning to Read Through the Arts* (New York City) is both an arts program and a reading program. Bernadette O'Brien, coordinator of the program, explains, "We see reading as a process. By itself, reading is content-free; any content can be used to teach reading. We use the arts as content for our program because we think that providing aesthetic experiences for children is important, but we use it, too, because children are interested in the arts. It's plain old fashioned good sense to build on a child's interests."

Many reading programs throughout the country are using a good deal of "plain old fashioned good sense" in developing interesting, oftentimes ingenious approaches to reading and language arts instruction.

Find something that fascinates a child, then extend that fascination to reading. Both subjects may benefit. (Courtesy of Title I Children's Program: Learning to Read Through the Arts, Division of Community School District Affairs, The Board of Education of the City of New York, in association with The Solomon R. Guggenheim Museum, Staten Island [New York] Children's Museum, and The Queens [New York] Museum)

Authoring

Authoring is a word not yet in the dictionary, but as a technique for teaching reading and other related skills, it's already well-established. In many programs, authoring has two aspects. First, students become authors by writing stories that reflect their own experiences in their own words. And second, students give their stories permanence by binding, illustrating, or doing whatever else is needed to turn them into "real books."

How can authoring contribute to skill development? Shirley Henderson, intermediate instructional coordinator of the Princeton City Schools, Cincinnati, Ohio, explains, "Children get carried away with their stories. Because they want to express their ideas, they seek and use new words, frequently in original ways. For instance, just after I read the class a story that used direct address, I noticed that many children began to use that technique in their writing. Sentences like, 'My good friends, how I miss you!' began to appear almost overnight."

Putting a finished story into book form seems especially important. For many students a certain degree of satisfaction is associated with having a bound, finished product that they created from start to finish. "There's a sense of permanence there." Ernestine Crisler, principal, Clinton (Mississippi) Park Elementary School, noted. "In some cases, knowing that they are authors of a 'real book' can be the tool that turns children who have experienced little success in school into learners."

Important to skill development and to the enjoyment of authorship is an opportunity to read to others. "You can be assured that anything a child writes, he or she will learn to read. But there are other benefits, too. Give a child an opportunity to read to others, and you'll be amazed at how much the students who are listening will learn," Mrs. Henderson said. "And the reader, too, seems to gain in self-confidence. Once children have made a book of their own and read it, everybody in the room knows they can read, but more to the point, they know it, too."

Puppetry, Sports, and Mystery

"Regardless of what you do, the basis for getting children involved with reading is to create an interest," says Richard Mason, who directs a Title I program that uses puppetry for the Watertown (Wisconsin) Unified School District. Children write a script for a story, make a puppet of a main character, then use the puppet when the dramatization is staged.

"The children stand behind a screen," Mr. Mason says. "The puppet is out front for everyone to see, but the child is cut off from the audience. The poor reader who stumbles over words all the time is behind a screen talking for a character who fumbles about and can't read well. If the child makes a mistake, it's the puppet that is making the mistake, not the child."

Joyce Bachner teaches a course in sports literature at Emsley A. Laney High School, Wilmington, North Carolina. Why use a sports course to strengthen reading skills? Mrs. Bachner explains, "At the high-school and junior-high school levels, it's sometimes very difficult to convince students that reading really is important. After all, by that time reading may be linked pretty firmly to feelings of frustration and many students will avoid anything that requires reading. That's where sports come in. Because students — both boys and girls — have a great interest in sports, it becomes our toehold on reading." Providing one example of how an interest in sports can lead to development of skills in reading and language arts, Mrs. Bachner said: "One of our continuing projects is our collection of sports clichés. For example, how many ways can you think of to say someone won, or a team was defeated? If you can think of only *crushed*, *nipped*, or *edged*, my students would surely be able to expand your vocabulary."

Mystery and curiosity can also be powerful incentives to learning reading skills. The Alphaphonics Program* at Ponderosa School in South San Francisco, California, tries to link curiosity to teaching reading-readiness skills. Every morning Astro, a mysterious, invisible space character, leaves a worksheet that tells the children what letter or sound they will be working on that day.

"Think of Astro as a vehicle to stir up interest," Jeanne Stout, co-developer of the program, said, but she cautioned against believing he, or any tool, can replace a substantive lesson. "Sure, he creates the initial interest, but it is up to the teacher to carry through on it," she said. "It's not enough to have a good time with a lesson

or to say to a child 'I like you.' Children will only begin to see themselves as learners when they begin to have successful learning experiences." □

READING WITH RELISH (continued from page 1)

gets to school," stresses Elaine Wray, director of the Family Oriented Structured Preschool Activity Program* in St. Cloud, Minnesota. "Parents are a child's first and most significant teachers. What they value, a child will come to value. By reading aloud — early and often in a child's life — parents can begin to shape what can later turn into a life-long interest in reading and learning."

Positive contact between children and teacher is an essential part of the reading program in Franklin Parish Schools, Winnsboro, Louisiana.

Read Silently

Set aside a time each day when students and everyone else in school silently reads whatever they choose. "Students need some time to read by themselves," Dr. Jacobs advises. "No questions, no book reports, no worksheets, no pats on the back, no counts of books read — what we need to teach is that reading is its own reward."

Lead Off With Something Interesting

What do you do when there's a lack of motivation to read? "Interest is the key here," says Jerry Weiss, distinguished service professor of communications at Jersey City State University. "Once you define some topics that the kids are interested in, the motivation problem is practically solved."

Interest surveys can be developed very easily. Questions like What are a few things you enjoy doing? or What television shows do you watch? can supply a good deal of information if asked correctly. Carolyn Tennant, special programs consultant for Pupils Advancing in Learning (PAL)* in Denver, Colorado, emphasizes the importance of how questions are asked. "In our inservice program one of the things we work on is using 'open questions' — questions that can't be answered by a yes or a no. Without thinking, lots of times a teacher will ask something like: 'Do you like motorcycles?' Suppose the child answers 'No' — then you're stuck. A better question might have been, 'What kinds of things do you like to do after school?' Here, you're getting the kids to share their interests with you. The difference between the two is tremendous."

Be Honest in Your Assessments

Making a person feel good about his or her achievements in reading may lead to an increased willingness to read. However, according to Carolyn Tennant, it is important that teachers communicate honestly with students. "In our program we have started using the phrase 'You're doing better.' It tells the students they have achieved some things, but that there is still room for improvement. It is an honest way of telling students that they can achieve and that they should feel good about their achievements." □

**This project has been recognized as "exemplary" by the Joint Dissemination Review Panel (JDRP) established by the Education Division of the Department of Health, Education, and Welfare. The JDRP meets periodically to review the evidence of effectiveness submitted for a wide variety of educational products and practices developed through federally supported programs.*

Further information about this project or about other exemplary projects is available from the state facilitator(s) in your state. For a complete list of state facilitators, write: ED Materials/Support Center, Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, California 94103.

THE READING ACADEMY PROGRAM: FOR A BETTER ME

Bringing literacy services to persons who need them, at times and in places convenient to them, is what the Reading Academy Program is about. In their operation, most programs depend heavily on trained volunteers to provide individualized, one-to-one instruction.

Authorized in 1974, the Reading Academy Program is administered by the National Right to Read Effort. Currently, approximately 19,000 in-school and out-of-school adults and youths 16 years and older are receiving reading assistance and instruction through 80 programs in 35 states.

Elaine Marshall directs one of these programs. A question of concern to her and to the professional staff and the volunteers associated with the Adult Reading Academy at Northeast Alabama State Junior College in Rainsville, Alabama, is enhancing the self-concept of the adult nonreader. Not being able to read well or at all in a society that takes literacy for granted may be extremely unsettling for some adults. "Fighting poor self-concepts, getting people over their sense of failure or even embarrassment at not being able to read, are things we have to work at continually if we're going to succeed in the teaching of reading," Mrs. Marshall said.

How can the self-concept of adult nonreaders be enhanced? Mrs. Marshall offers several suggestions:

Point out the similarities that cut across everyone's life — readers and nonreaders alike.

"Don't be afraid to talk about yourself. I try to let people know I have faced the same difficulties, the same conflicts with myself and with my family that anyone else faces."

Stress the special competencies each person already has developed.

"When I visited a woman at her home, I saw her working on the most beautiful quilt I had ever seen. Now, I quilt, but when I looked at her work, I couldn't understand how she had put the quilt together — it was really something. I wasn't satisfied until she showed me how it went together. That's just one example of one person's skill, but whenever I can, I try to let people know that they really do have competencies many of us wish we had."

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IF I THINK, I CAN

At a weekend workshop a skilled artist watches a young teacher's feeble attempts to sketch a tree. "It's not hard," she tells her. "Just follow the branches with your eye and let the pencil take care of itself."

The workshop has nothing to do with drawing. Its purpose is to have teachers try to do something — anything — they find frustrating or difficult, and then to think and talk about how they felt when their trees ended up looking like antlers or the engines they had just tuned wouldn't start.

Twice a month, many teachers from the School District of Philadelphia voluntarily participate in similar workshops. The workshops are part of a year-long inservice program offered to parents and teachers by the Communications Network, a division of the Philadelphia School District's Affective Education Program. According to Wendy Gollub, who coordinates Network activities, "Our aim is to provide teachers and parents with an understanding of how motivational, attitudinal, and emotional factors can influence reading performance and then to provide them with a repertoire of techniques and materials they can use in their homes and classrooms."

Many of the techniques developed by the Network focus on improving the way students feel about themselves. "It's important to try to help children overcome the feeling that they are total failures just because they are having trouble with reading," Dr. Gollub explained. "One way we have of doing that is to ask children to sit in a circle and to share the skills they *do* have. To get things started, teachers supply children with open sentences like 'One thing I do well in the kitchen . . . in math . . . outside of school time . . . is . . .' Going around the circle, each child gets a chance to complete the sentence with something he or she takes pride in."

More directly related to reading, some Network workshops encourage parents and teachers to lead children through a series of "guided fantasies" like this one:

Picture your living room . . . See the furniture . . . the TV, the sofa . . . See yourself walk into the room . . . Sit down on the sofa . . . See a book suddenly appear in your hand . . . See yourself reading it . . . Smiling . . . You're enjoying it . . . See your mother walk in . . . She walks over to you . . . She asks you to read to her . . . She's smiling . . . You feel happy . . . You read several pages to her . . . You hand her the book and she reads several pages to you . . . She hands it back to you and you finish it . . . You feel calm . . . You sit and think about the story . . . You feel refreshed by it and you feel satisfied that you could read it well enough to enjoy it . . .

The aim of such fantasies is to encourage students to begin to think of themselves as successful readers. After experiencing a number of successes at reading in imagined situations, students begin to read silently in the actual situations they had previously imagined.

More detailed information about the Network activities is given in *Affective Education and Reading*, a paper written by Dr. Gollub. Single copies are available at no charge from the Project Information Exchange, 302 Stevens School, 13th and Spring Garden Sts., Philadelphia, Pennsylvania 19123. □

TALKING IT OVER

"Talking It Over" is a new feature of *Reporting on Reading* this year. It is a readers' column. Your comments, suggestions, corrections, and reproofs are welcome. But more is intended.

You are invited to submit questions or to pose problems that you find especially complicated or puzzling. The questions may be related to the topic of the issue or to anything else related to reading instruction. Hopefully, someone, somewhere will have some ideas for you. The letters received will appear in the next issue.

Address your comments, questions, answers, or ideas to: *Reporting on Reading*, CEMREL, Inc., 3120 59th Street, St. Louis, Missouri 63139.

Ideas for Recognizing the Efforts of Volunteers

The recognition of volunteers is a very real concern in any volunteer program. Monthly newsletters to keep volunteers informed, a luncheon during Volunteer Week in April, Christmas cards, and regular phone calls to ask about progress are some of the ideas we've tried. We also know all of our volunteer reading tutors by name and always greet them warmly when they arrive. Any additional suggestions for recognizing the fine job volunteers do would be welcome.

— Tina Robertson, *YMCA Reading Academy, Lafayette, Indiana*

Setting up a Peer-Tutoring Program in a Junior High School

A few years ago, as counselor to the eighth grade class, I implemented a peer-tutoring program. After reviewing all report cards at the end of the first semester, I found nine students who were not going to graduate unless they raised their grades. I met individually with the students and asked whether they would like to have the help of a fellow student. Six asked for assistance. The design of the program was as follows:

1. The student needing help chose the subject for tutoring.
2. Volunteer tutors were recruited by asking teachers to recommend students and then checking with the students to find out whether they were willing to tutor.
3. The student to be tutored then looked over the list of volunteers and either chose a tutor or left that decision up to me.
4. The tutor and the student needing help met as often as needed, either before or after school or during the lunch hour.

The program was a rewarding experience. The students who were tutored became motivated, showed no embarrassment (due to careful pairing), and in June all had brought their grades up and went through graduation.

— Mrs. Geraldine C. Kharas, *Inglewood Unified School District, Inglewood, California*

THE READING ACADEMY PROGRAM

(*continued from page 5*)

Provide a mix of instructional settings.

"Many people in our program remain anonymous. Tutors go to their homes to provide private instruction. And as much as we respect that need for their privacy, we also believe that some adults can benefit by being part of a group. Groups can have a very beneficial influence on how people see themselves. Just by looking around, people see they're not alone — they're not the only ones that need help. Also, in a group, people have a chance to help one another. Learning they are capable of helping someone — of teaching someone — can be a tremendous source of pride." □

RESOURCES

Bringing Back the Joy

Enjoyment is a legitimate goal for a reading program. So argues Jane Dempsey in her paper *Diagnostic and Prescriptive Strategies Designed to Bring Back the Joy*. "If reading is synonymous with workbooks, word drills, and skill lessons, rather than with reading books, students may well learn to read," Dempsey states, "but may seldom choose to read. A literate society is comprised of people who do read, not just people who know how to read." Outlined in the paper are a number of strategies for making certain that diagnostic and prescriptive instructional strategies do leave room for joy.
Copies available from ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210; $1.97 (postpaid); order no. ED 117 682.

Fun and Games Unbound

"The teachers really did it. All we did was edit the material and put it together," said Mary York in describing *Reading Techniques, Activities, Words, Ideas, Fun, Games*, a 362-page loose-leaf book of lessons, games, teaching strategies, and activities. The volume is divided into four major sections — perceptual skills, comprehension strategies, comprehension skills, and study skills — and pages are color coded to suggest levels of difficulty. According to Miss York, of the division of curriculum services of the St. Louis (Missouri) Public Schools, it's the format that counts. Masters can be made of many of the pages so that appropriate activities can be introduced quickly into the classroom.
Copies available from Division of Curriculum Services, St. Louis Public Schools, 1517 South Theresa Avenue, St. Louis, Missouri 63104; $8.25 (postpaid).

For Those Lazy, Hazy Days of Summer

The *1978 Summer Reading Kit* is now available from the Children's Book Council, a nonprofit organization encouraging the reading and enjoyment of children's books. In the kit is a colorful summer reading poster, bookmarks, participation certificates, and reading records enough for 50 children. No slogans appear on any of the materials, thus making them adaptable for many kinds of reading programs held during the summer months.
Kits available from Children's Book Council, Inc., 67 Irving Place, New York, New York 10003; $13.95.

Everything You Wanted to Know About Attitudes and Reading

You happen to be interested in what the research says about the link between attitudes and reading, or perhaps you want a few practical suggestions for assessing attitudes or for fostering positive ones toward reading. Whatever the case, you may want to have a look at *Attitudes and Reading*, one of the latest additions to the International Reading Association's Reading Aides Series. With an eye toward giving teachers a helpful overview of the situation, authors, J. Estill Alexander and Ronald Claude Filler, have included a short checklist of factors that can influence a student's attitude toward reading.
Copies available from the International Reading Association, 800 Barksdale Road, Newark, Delaware 19711; $3.50 ($2.50 for members).

A Sharper Hook

For more than a decade, Daniel Fader has been committed to the idea that students who learn to connect books with pleasure will learn to read and write. *The New Hooked On Books* revises the original *Hooked* published more than a decade ago. Taking the approach that attitudinal change must precede skill development, Fader, along with James Duggins, Tom Finn, and Elton McNeil describe an approach that surrounds students with newspapers, paperbacks, and magazines. Included is a reading list of 1000 authors.
Copies available from Berkley Publishing Corporation, 200 Madison Avenue, New York, New York 10016; $1.75 (paperback).

The materials described have been selected from recent publishers' lists, publications of professional organizations, and state and federal sources. The listing is not intended to be comprehensive. No endorsement by the Office of Education nor by CEMREL, Inc., is implied or can be assumed.

ANYBODY ELSE?

Reporting on Reading is available free of charge to anyone interested in having more information about reading programs and activities. If you know of another administrator, teacher, aide, parent, or volunteer who might like a copy of this particular issue, or who would like to be on the mailing list for all future issues, we'd like to know about it, too.

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FASHIONING THE WILL TO READ

(continued from page 2)

Why Care About a Willingness to Read?

Why should teachers and parents care whether children read or not, so long as they are *able* to read? For several reasons: First, because a skill must be practiced if it is to be maintained; second, because continued reading is necessary for success in other subjects and in later employment; but mainly because "reading" entails much more than acquiring basic skills. It means increasing one's knowledge and understanding, sharing the experiences and feelings of others, gaining new insights and perspectives, moving from the egocentrism of childhood toward the objectivity of maturity and becoming a person.

Other media are no substitute for reading. Television may inform and stimulate, but the information is often fragmentary and biased. Instant communication, we have found, does not lead to instant comprehension. For this, one must read and reread to attain the level of insight that goes beyond information, beyond a story plot, to a deeper understanding of the world and one's place in it.

In brief it is still true, as Sir Francis Bacon observed over three centuries ago, "Reading maketh the full man."

References

Erik H. Erikson. "Identity and the Life Cycle." In *Psychological Issues*, edited by George S. Klein. New York: Basic Books, 1959.

William James. *The Principles of Psychology*, vol. 1. New York: Dover, 1950.

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ENJOYMENT MEANS HAVING A BOOK OF YOUR OWN

"One little kid said to me, 'You mean this is my book?' He couldn't believe the book he had picked out was his — his to keep with no strings attached," Rose Anne Hartman of the Roane County (Tennessee) Schools reported.

Mrs. Hartman is co-director of a Reading Is Fundamental Program operating in Roane County. Incidents like this one are common in many of the almost 1000 other such programs now operating in 50 states. Nationally, the programs are administered by Reading Is Fundamental, Inc., (RIF), a national, private, nonprofit organization created in 1966 to motivate children to read by making inexpensive books available to them for personal ownership.

All RIF Programs are based on several key ideas — freedom of choice and pride of ownership. "Add a large degree of parental involvement that develops in RIF projects and you have a formula that motivates children to read and to learn," explains Mrs. Robert S. McNamara, chairman of RIF's board of directors.

What can RIF contribute to an already existing reading program? James Doyle, principal of an elementary school and director of a RIF Program just beginning in McLouth, Kansas, gives some convincing reasons for participating in RIF: "We were teaching kids to handle all the reading skills — very well, too — but we were not producing quote readers unquote. We wanted to encourage children to take the skills they were learning in the classroom and to apply them in recreational reading. We wanted kids to begin to read for reading's sake — to learn that there are a lot of good, enjoyable, interesting, and worthwhile experiences that can come from reading."

Reading Is Fundamental administers the Inexpensive Book Distribution Program for the National Right to Read Effort. The Inexpensive Book Distribution Program, established by Congress in 1975, provides approved projects with federal funds for book purchases. These funds will meet, dollar for dollar, locally raised non-federal funds. Private, nonprofit groups and/or organizations as well as public agencies are eligible for inclusion in the Inexpensive Book Distribution Program. For additional information contact: Reading Is Fundamental, L'Enfant 2500, Smithsonian Institution, Washington, D.C. 20560. □

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